

SACRED HEART HIGH SCHOOL



CURRICULUM ACCESS & SEN INFORMATION REPORT

DECEMBER 2021

To be reviewed December 2022

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

Contents

	Page
1 AIMS	3
2 LEGISLATION AND GUIDANCE	3
3 DEFINITIONS	4
4 ROLES AND RESPONSIBILITIES	5
4.1 The SENCo	5
4.2 The SEN governor	5
4.3 The Headteacher	6
4.4 Class teachers	6
5 SEN INFORMATION REPORT	7
5.1 The types of SEN that are provided for	7
5.2 Identifying pupils with SEN and assessing their needs	7
5.3 Consulting and involving pupils and parents	8
5.4 Assessing and reviewing pupils' progress towards outcomes	9
5.5 Supporting pupils moving between phases and preparing for adulthood	9
5.6 Our approach to teaching pupils with SEN	10
5.7 Adaptations to the curriculum and learning environment	11
5.8 Additional support for learning	11
5.9 Expertise and training of staff	11
5.10 Securing equipment and facilities	12
5.11 Evaluating the effectiveness of SEN provision	12
5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	12
5.13 Support for improving emotional and social development	12
5.14 Complaints about SEN provision	12
5.15 Contact details of support services for parents of pupils with SEN	13
5.16 Contact details for raising concerns about your child's learning and possible SEN	13
6 MONITORING ARRANGEMENTS	13
7 LINKS WITH OTHER POLICIES AND DOCUMENTS	13
8 RATIFICATION	13

1 AIMS

Our Curriculum Access policy and SEN information report aims to:

- Outline the vision for Curriculum Access at Sacred Heart High School and the values which underpin this vision
- Explain the roles and responsibilities of everyone involved in providing for pupils with Special Educational Needs (SEN)
- Set out how our school will support and make provision for pupils with SEN

The vision of the Curriculum Access department at Sacred Heart is that any student who meets a barrier to learning is able, through dedicated and individualised support, to strive for excellence and make meaningful progress towards their goals.

The aims of the Curriculum Access department at Sacred Heart are in line with the whole-school aims of a Sacred Heart education, with a particular focus on ensuring that each student:

- Grows in self-knowledge, self-confidence and in dignity as a woman.
- Learns to live and make decisions as an independent, self-disciplined individual, who is able to co-operate with others and exercise leadership as appropriate.
- Broadens her interests and skills and continues her development and education as an independent learner, able to live purposefully, critically and with enjoyment and make a difference in justice and faith to the society of the future.
- Enjoys her years at the school and leaves with a sense of her own giftedness and achievement, equipped to face the future.

In line with the school's mission statement, the Curriculum Access team, SEN governor, headteacher and wider staff have a commitment to:

- Providing an excellent education which inspires a life-long love of learning;
- Respecting the uniqueness, worth and development of each individual, both as a learner and as a person called by God in dignity and faith;
- Offering a broad and balanced curriculum which meets the needs of each student;
- Challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of others
- Recruiting excellent, committed and highly qualified staff who are valued and respected for their contribution and development as learners and educators
- Building upon our partnership with parents, the Society of the Sacred Heart, Governors, the Church and the local education authority
- Creating a well ordered, stimulating, and secure learning environment, which encourages personal growth in an atmosphere of wise freedom;
- Making effective use of all our resources on behalf of the young people who come here.

2 LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENcos) and the SEN information report

3 DEFINITIONS

A pupil has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The four broad areas of need as defined by The SEN Code of Practice (2015) are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEN Code of Practice (2015) states that all settings should adopt a **graduated approach** with four stages of action: assess, plan, do and review.

- **Assess:** Effective procedures will be followed to promote early identification of pupils who have challenges accessing the curriculum. The subject teachers and SENCo will carry out an analysis of the student's needs. Where there is little or no improvement, specialist assessments may be sought from external services. For some areas of need, a referral from a GP is necessary.
- **Plan:** When a child is deemed to require SEN support, and having formally notified the parents, subject teachers and the SENCo should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child.
- **Do:** SEN support will be delivered through the **Three Tiers of Support:**
 - **Universal:** Teachers will implement an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals
 - **Targeted:** Teachers, learning mentors, form tutors and the SENCo will use well-evidenced subject or SEN interventions targeted at areas of difficulty
 - **Specialist:** Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will seek specialist support for the student from external agencies
- **Review:** The effectiveness of the support and its impact on the student's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the subject teachers and the SENCo working with the student's parents and taking into account the student's views. They should agree

any changes to the outcomes and support for the student in light of the student's progress and development.

4 ROLES AND RESPONSIBILITIES

4.1 The SENCo

The SENCo is currently being appointed. For the time being Sharon O'Donovan, Associate Headteacher is named but this will be updated once the appointment has been finalised.

The SENCo will:

- Promote inclusion at the whole-school level
- Advocate for students with SEN
- Work with the headteacher and SEN governor to determine the strategic development of the Curriculum Access policy and provision in the school
- Have day-to-day responsibility for the operation of this Curriculum Access policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Deploy, monitor, manage and develop the Curriculum Access team of learning mentors
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous, and potential next, providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher on consultations for the admission of students with EHC plans
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain the Curriculum Access register, pupil profiles, provision records and parent communication records
- Alongside the exams officer, maintain the Exam Concessions register, Form 8s and online Access Arrangement confirmations

4.2 The SEN governor

The link governor for special educational needs (SEN) is Heather Alston.

She will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs represented at the school

- The local and national policy context for SEN

She will make sure the school:

- Makes the necessary special educational provision for any pupil with SEN
- Meets the needs of pupils with SEND
- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Has appointed a SENCo and they have received appropriate training
- Has a suitable and up-to-date SEN information report and policy which is published on the website

She will meet the SENCO on a termly basis to monitor:

- All aspects of SEND provision
- That the school makes good use of its SEN budget and resources
- The progress of pupils with SEN

She will report to the governing board on the monitoring work carried out, ensuring that the board:

- Is up to date about issues related to SEND
- Considers SEN in any budget discussions
- Asks challenging questions about the school's SEN provision and strategies

She will also attend training on the role of the SEN link governor, as appropriate.

4.3 The Headteacher

The headteacher will:

- Make all decisions at the whole-school level inclusive by design
- Keep students with SEN at the forefront of the school's vision, mission and aims
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Maintaining an inclusive approach to teaching and learning
- Providing high quality teaching that is tailored to the needs of students with SEN
- Providing short programmes of subject intervention to help close attainment gaps
- Checking their classlists for students with SEN then carefully reading the students' pupil profiles and implementing any recommendations
- Liaising with the SENCo should problems arise with implementing recommendations
- Working closely with any learning mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this Curriculum Access policy

5 SEN INFORMATION REPORT

Our Special Educational Needs (SEN) information report is part of the Hammersmith and Fulham Local Offer for learners with SEN. The Hammersmith and Fulham Local Offer website can be accessed here:

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

5.1 The types of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Some physical disabilities, though our school does not have full wheelchair access

All of the above needs can be met provided we have the required resources for the level of need and provided the procurement of necessary resources does not impact on the effective and efficient education of the other students in the school.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class / subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

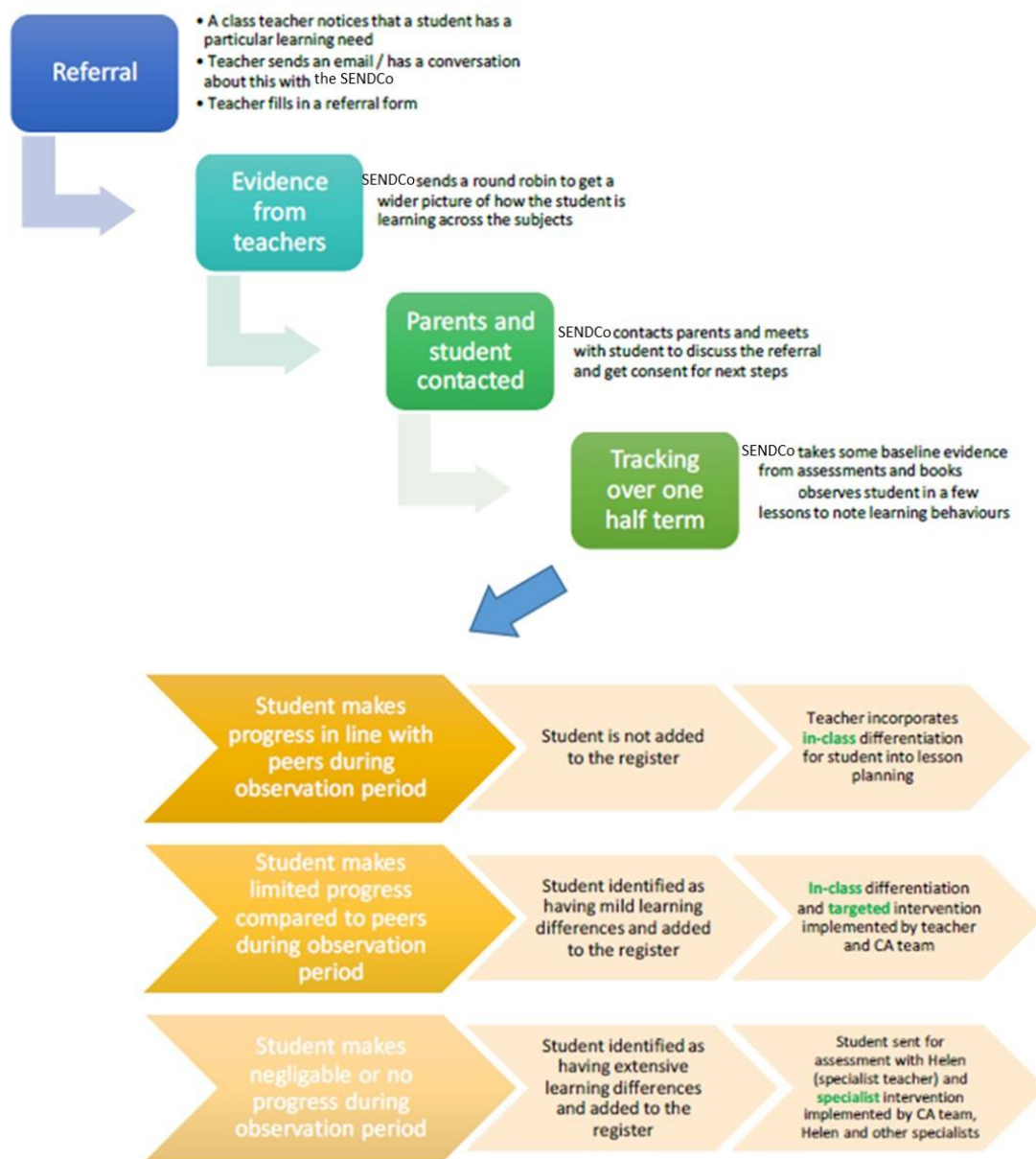
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and/or low performance will not automatically mean a pupil is recorded as having SEN.

A student can be referred to the Curriculum Access department by a form tutor, parent or the student themselves as well as by class teachers. The referral process for class teachers is shown overleaf.

Referrals



When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

The pupil's parents will be sent a formal letter notifying them if the student will receive SEN support and outlining all support and interventions available to the student.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- SENCo / learning mentors' observations of the student in class
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Assessments conducted by external services, if relevant

The assessment will be reviewed formally every year and informally every week in the Curriculum Access team meeting where Learning Mentors who work with students feedback to the SENCo on students' progress and any concerns.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through lesson observations and reviews of book work.

5.5 Supporting pupils moving between phases and preparing for adulthood

The SENCo contacts all primary schools (50+) to ensure that all SEN information from primary school has been accurately communicated.

The SENCo seeks to attend all annual reviews of Year 6 students with EHCPs who will be joining Sacred Heart High School.

In Year 7 students with EHCPs are offered additional 'Learning Skills' sessions in place of French to build their classroom skills, active listening, numeracy and literacy. If the student with an EHCP already has learning skills at the appropriate level they study French with the rest of the year group.

Students with EHCPs have check-ins with the SENCo every day in the first week of Year 7.

From Year 9 onwards, students with EHCPs review their short and long term aspirations and set goals with their parents, learning mentors and the SENCo towards preparing for adulthood.

From Year 9 onwards, all students access dedicated careers and further education advice from the school's careers adviser.

The SENCo meets with all students on the SEN register in the Spring Term of Year 11 to discuss revision strategies and transition to sixth form / college work.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

High Quality Teaching (Universal)

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers are provided with a wealth of recommendations to differentiate for a variety of needs.

Effective in-class support (Targeted)

Teachers are also responsible for working effectively with learning mentors who support their classes. This involves: sharing subject content with learning mentors in advance, directing and advising learning mentors on effective ways to support and scaffold the learning in that subject, giving feedback to learning mentors about what strategies have been successful.

Learning mentors are responsible for providing effective in-class support based on any specialist training they have undertaken, alongside guidance from the SENCo and subject teachers.

Interventions (Targeted)

The support and interventions offered at Sacred Heart will be selected to meet the outcomes identified for each child, based on reliable evidence of effectiveness, and provided by learning mentors with the relevant skills and knowledge. When a new need arises, any related staff development needs will be identified and addressed.

We provide the following (targeted) interventions:

- Paired reading for Year 7s and 8s
- Set text reading and discussion groups for Year 10s and Year 11s
- Small group teaching for English Literature and Language provided by English learning mentor
- Morning maths for Year 7s, 8s and 9s
- Glorious Grammar club
- Vocabulary pre-teaching
- Speech & Language sessions run by learning mentors
- Emotional Literacy Support
- Lunch time Social Club
- Homework Club
- 1:1 maths and English sessions for identified pupils

Specialist support available:

- Sessions with the specialist teacher for specific learning differences
- Sessions with visual and hearing impairment specialists

- Student and family support from an autism specialist in the borough
- Speech and language therapy
- Occupational therapy
- Counselling
- Cognitive Behavioural Therapy offered in partnership with MIND

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, scaffolding, differentiated outcomes and by offering alternative qualifications such as the Edexcel Award for Number and Measure
- Adapting our staffing by using subject teachers to support SEN students in KS4 classes
- Using recommended aids, such as coloured overlays, sensory toys, task planners, laptops, larger font and readers and scribes.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and visual support for verbal information.

5.8 Additional support for learning

Where the timetable allows, we use subject specialists to support SEN students in KS4 classes.

We have four learning mentors (one English specialist, one maths specialist and two generalists) who are trained to deliver 1:1 cognition and learning, communication and interaction and social, emotional and mental health sessions. They also run small group interventions and provide **effective** support in class.

We work with the following agencies to provide support for pupils with SEN:

- Inclusion and specialist intervention service (InSpire) - Hammersmith and Fulham Children's Services
- Speech & Language Service, Central London Community Health Care
- Occupational Therapy Service, Hammersmith and Fulham Children's Services
- Child and Adolescent Mental Health Services
- Social Services

5.9 Expertise and training of staff

Our SENCo has completed the National Award for Special Needs Co-ordination (as is statutory) and is a qualified teacher of mathematics. They are allocated 3 days a week to manage SEN provision.

Our team of learning mentors are all graduates. In the last academic year, they have been trained in speech & language therapy, emotional literacy, questioning in the classroom, reading and scribing for students.

The teaching staff have been trained in differentiation for high performance learning, attachment theory, diabetes and epilepsy.

5.10 Securing equipment and facilities

If the school does not currently have the equipment or facilities to meet the needs of children on roll, the SENCo researches and consults with other SENCos in the borough on what equipment and facilities they use or recommend and these are added to the school development plan.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals on a termly basis
- Reviewing the impact of interventions after one term
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing all pupils' progress and outlining any concerns in the weekly Curriculum Access team meeting and TACT meetings

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to pupils with SEN, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day, the Duke of Edinburgh Award, sponsored walks and school plays and adaptations are made so they can do so.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- The Curriculum Access department and Erskine team (pastoral support managers) work closely together to offer wellbeing support for students with SEN
- Pupils with SEN are also encouraged to be part of Lunch Club which is a social club where we play games, have group discussions and practice social skills
- Pupils with SEN are encouraged to discuss their needs openly and celebrate their strengths

We have a zero tolerance approach to bullying.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

For parents of students with autism: adem.cetindamar@lbhf.gov.uk

For parents who would like to apply for an Education, Health and Care Plan for their child:

Independent Supporters:

Independent Supporters work with families and young people going through the EHC Needs Assessment process and can support you in meetings. If you would like to speak to an Independent Supporter, you can contact them

on: ISHammersmithFulham@barnardos.org.uk - 0808 800 0037

5.16 Contact details for raising concerns about your child's learning and possible SEN

Sharon O'Donovan, Associate Headteacher

sodonovan@sacredh.lbhf.sch.uk

6 MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENCo annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following policies available on our website:

- Accessibility Plan
- Careers Education and Guidance
- Supporting pupils with medical conditions
- Pupil Premium policy

8 RATIFICATION

This Policy has been approved by the Headteacher and Curriculum Committee, and ratified by the full governing body in December 2021. The Policy will be reviewed annually.

Mrs M Doyle, Headteacher

John Sills, Chair of Governors

